



California State University Monterey Bay Service Learning Institute

CSUMB's Service Learning Requirement

Service learning is a required element of CSU Monterey Bay's academic program. Service learning has been incorporated into the university's General Education curriculum and into each of the university's twelve undergraduate degree programs. Each academic year, approximately **45% of CSUMB students enroll in a service learning course**, meeting specific learning objectives while making meaningful contributions to the Monterey Bay community. In its first six years, CSUMB students have contributed over **226,000 hours** of service to **over 400 schools and community organizations** in the Monterey Bay and Salinas Valley Region.

General Education Component

All sophomore students take the course *SL 200: Introduction to Service in Multicultural Communities*. This course fulfills the Community Participation University Learning Requirement, one of the thirteen competencies that make up CSUMB's innovative outcomes-based general education curriculum. The purpose of *SL 200* is to "foster the development of **self-reflective, culturally aware, and responsive** community participants through **reciprocal service and learning**."

Major-Based Component

All students are required to take at least one service learning course in their major. Service learning courses have been developed by each undergraduate degree program, and meet specific Major Learning Objectives (MLOs). These MLOs integrate specific discipline-based skills with the issues at the core of the Service Learning Prism: compassion, diversity, justice and social responsibility. All courses that contain a service learning component are identified in the course catalogue with an "S" suffix.

Service Learning Growth 1995-2002

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Students	384	643	770	818	912	1337	1191	1485
Courses	25	41	46	51	55	67	81	83
Service Hours	11,520	19,290	23,100	24,540	27,360	40,110	35,730	44,550
Community Partners	65	112	125	135	145	148	220	224

- sharing divergent backgrounds
 - general experience
 - specific major service
- project based curriculum/applied learning
- program is embedded in University
 - reg'd for graduation \therefore ensured funding
 - not a fringe program
- constant evaluation of program + success factor
- ↑ sense of self worth/capability to affect positive change
 - investment in community, civics, current issues/affairs
 - 9 of 10 say this is a major factor in life learning
 - 55-66% continue to serve in the community post reg.
- client/business environment experience

- free newspaper service for underclassmen
- fewer than 20% of students grad in 4 years
- good academics
- social amenities in question

College work study > intent = to promote an ethic of work + service // learning application in service

impediment to community service = socioeconomic issues

- when you have to work hard to also perform community service
- possible relationship btwn service learning + work study

HEA / financial aid / accreditation

- agreements vista service for academic credit

Campuses + communities involved in 'National service'

Financial Aid as an incentive? > learning as a priority of collegework study

Diversity of sources offering service to students // 2 semester rule (Bell)